Chase High School’s SEN Information Report – December 2019

In September 2014 a new Special Educational Needs Code of Practice came into effect. From this time Local Authorities must publish a Local Offer, setting out in one place information about provision that they expect to be made available for children and young people in their area who have Special Educational Needs (SEN).

The Local Offer, provided by Southend Borough Council has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available to support disabled children and children with SEN and their families.
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents/carers and service providers in its development and review.

**Schools must contribute to the Local Offer. This SEN Information Report is our school’s contribution to the Local Offer.**

Where can I find information on where the local authority’s local offer is published?

Further information on what is available from Southend Borough Council’s Local Offer can be found at [www.southendinfopoint.org](http://www.southendinfopoint.org)

Our SEN Information Report provides details of the resources, interventions etc. that we provide here at Chase High School to support children with Special Educational Needs and/or Disabilities (SEND). Due to the ever changing needs of our children there may be additional support available that has not been covered here in this document. This report has been compiled by the SENCO with contributions from the SEN Governor, staff members, students and parents. Information from the School’s SEN policy is also included. This policy is reviewed regularly.

If you would like further information about what we offer at Chase High School then please do not hesitate to contact our SENCO, Mrs D Ringrose on daisy.ringrose@chasehigh.org directly or our SEN Administration Assistant, Mrs Lisa Rieffel, lisa.rieffel@chasehigh.org If you are thinking of sending your child to us and if you feel your child’s need is not mentioned here please contact us to make an appointment so that we can discuss your child’s specific needs.

SENCO – Daisy Ringrose

SEN Administration Assistant – Lisa Rieffel
Transition from Key Stage 2 to Chase High School.

We have events organised by our Key Stage 3 Director to make transition to our school easier for all our students. All our subject departments offer sessions with our Primary schools. Examples include Year 5 and Year 6 days, and transition week over the summer.

Throughout the year our SENCO communicates with the Primary SENCOs and information about students with SEN/D is shared. We also encourage parents to contact us if there are any concerns regarding their child’s needs and transition to secondary school.

The Year Leader, Deputy, KS3 Co-ordinator and SENCO are part of the Transition Team. They visit all our students who will join us in September and speak to Primary staff about ALL the children on the admissions list.

Identified students may have extra visits before they join us. They can visit weekly for a term to settle into school. They are encouraged to take part in activities and build friendships. Staff in the primary schools will exchange specialised information with the staff in Chase High School. In some cases preparation begins in year 5 or earlier...

“...I really enjoyed summer school, it helped me know my way around before I started and it was fun.” – Year 7 student

“I came every week on a Friday after Easter in year 6 – I made friends” – Year 7 student LRB
How does the school know if my child/young person needs extra help?

We have rigorous whole school tracking of attainment outcomes which identifies lack of expected levels of progress. All teachers are responsible for identifying students with SEN. Early identification is a priority. To identify SEN children subject teacher and Year Leaders carefully monitor and assess the students’ progress to identify any who are making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child’s previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap

Slow progress and low attainment does not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEN.

Year 6 students are identified before they join us. The SENCO obtains information about students with special educational needs by communicating with the SENCOs and teachers of the primary feeder schools.

Screening tests such as Accelerated Reader and CATS also identify students who may require support with their literacy skills on entry.

Each curriculum area will do baseline assessments on entry to indicate gaps in knowledge and/or skills and will provide intervention. We employ a Teacher in both English and Maths, who identify and provide interventions for students.

What should you do if you think your child/young person has special educational needs?

If parents have concerns relating to their child’s learning, then please initially discuss these with your child’s Year Leader or teacher’s. This then may result in a referral to the school SENCO, Mrs Daisy Ringrose.

Parents may also contact the SENCO directly if they feel this is more appropriate.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How will parents be helped to support their child’s learning?

Parents can look at the following websites:
- Southend’s Information Point and Directory of Services for Adults, Children and Families (SHIP)
- Southend’s Local Offer

The subject teacher or SENCO may also suggest additional ways of supporting your child’s learning.

If you have ideas what you would like to have access to in order to further support your child’s learning, please contact the Year Leaders or the SENCO and we will do what we can to support your child.
**How will the school support my child/young person?**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. We endeavour to provide all students with quality first teaching that is differentiated to meet the diverse needs of all learners. Our teachers have high expectations for all.

**Our teachers:**
- Support independent learning
- Promote pupil talk, individually and in groups
- Question, model, explain
- Ensure pupil engagement and make high demands of their involvement
- Make reasonable adjustments and SEN provision in their lessons

Each year the SENCo delivers training on SEN to new staff. New areas of development are identified each year to meet our current cohort.

**How will the school know how my child/young person is doing?**

All students have individual target grades. Their attainments are tracked using the whole school tracking system. Parents are informed via the reporting system and also at events such as Parents’ Evenings.

Those students failing to make expected levels of progress are identified. Teachers, Year Leaders and the Head of Department may decide on additional action to increase the rate of progress.

If the student’s rate of progress continues to be a concern, then advice and support may be sought from the SENCO.

The SENCO may use further assessment and/or observations to identify specific needs and inform provision. Examples include working memory testing, Dyscalculia and Literacy screening.

**Our School Governors** carry out learning walks, they plan to include observations of Additional Adults in class and teachers’ delivery of interventions. The SEN Governor visits frequently and is very visible around the school. Although the SEN Governor meets with SENCO at least once a year formally, they have several informal meetings and as issues arise the SEN Governor will discuss it with the SENCO. **Our SEN Governor is Alison Picknell**
How Assessment at KS3 works at Chase High School

Student produces a piece of work

Work is assessed against the QPG – is it of the quality expected for a student of this ability at this stage of school?

Teacher enters appropriate number into SIMS to show whether or not the student is on target

% On target for each subject/group of pupils is generated

Line management meetings to discuss and plan improvements

Teacher feedback in books/red pen response/ peer self-assessment using QPG

Checked by work scrutiny/learning walks

Teacher understands how to improve and implements this
Support Services

We have additional adults in classes for students requiring a higher level of support. This is usually for classes with students who have an Education Health Care Plan (EHCP). The Additional Adults help anyone who needs help, not just the students on the SEN Register, encouraging students to be as independent as possible in their learning.

Additional Adults ask questions to help the students arrive at their own answers, marking work and giving feedback to students, explaining in simpler terms, asking the teachers for clarification on behalf of the students who may not understand, giving feedback to teachers and lots of other things. They may also teach an entirely differentiated task to the individual or group.

The school has a variety of interventions which include:

- English as an Additional Language
- Social and Emotional Difficulties
- Speech and Language
- Social skills
- Handwriting
- Spellings
- Accelerated Reader
- Lucid Working Memory – Memory training
- Maths Intervention
- Science Intervention
- English Intervention
- Catch-up and stretch
Social and Emotional Difficulties - Students are usually identified by Year Leaders/ SENCO, as having difficulties within any of the areas of need. Students are asked to complete a self-esteem questionnaire and depending on the outcome they are given 1:1 or small group support so that they can discuss what issues are causing them problems and try to find a solution to overcome that problem. They are provided with a safe, private place to discuss any issues. They follow activities to improve their self-esteem and find appropriate ways of expressing their feelings mainly through the support of outside agencies.

Speech and Language/Social skills - Students are identified by members of staff. Advisory Teacher for speech and language may assess and deliver an appropriate programme. Advice is sometimes sought from outreach teachers based at St Christopher’s school/ The Fairway.

Students referred for Speech and Language would work on language skills. Students referred for Social skills would work in groups to teach them how to interact with others appropriately.

Handwriting Club – Students are identified by members of staff. Students complete a handwriting assessment to see where the issue lies e.g. - grip of pen, writing on/off the lines, letter formation. They follow a handwriting programme which is made more fun by including some activities to improve fine motor control, and different styles of writing. At home – Students could be encouraged to copy a short text to develop the correct holding of a pen and writing on the lines. Sometimes it can be a matter of just changing the type of pen that they are writing with.

Reading - All year 7, 8 and 9 students are tested on their reading ability in September on Accelerated Reader, the results are converted to a standardised score. Identified students whose standardised score is below 85 will be given reading intervention to encourage the student to read, enhance reading skills and improve their reading comprehension. Students have an accelerated reader lesson weekly and take part in “drop everything and read” for 20 minutes a day. At the end of the summer term all students are re-tested to see how much improvement they have made. At home – parents can encourage the child to read to them. Take it in turns to read to make it more fun and model how a fluent reader sounds. Anything can be read for example the newspaper/magazine etc. discuss with the child what they have read to help their understanding of the text. If a child gets stuck on a word, try to help them find a way to break it down.

Spellings – Students can be screened through approved Literacy test; the results are converted to a standardised score. Any student whose standardised score is below 85. Some students may be identified for additional interventions after school. When reviewing these scores students are re-tested to see how much improvement they have made. At home – parents can encourage the child to practice spelling works by Looking at them, covering them, writing and then checking. If child gets stuck on a word, try to help by breaking it down, think about what it sounds like and testing them on spelling they have learnt.
**Lucid Rapid - Memory** - Students that have a reading standardised score below 85 have their working memory tested using Lucid Rapid - Memory. Any student that has a standardised score below 85 in the working memory test, is placed on a programme called Lucid Rapid Memory. This programme supports Working Memory Training and is a computer-based solution for improving attention by increasing working memory capacity over at least a six-week training period. Through combining cognitive neuroscience with innovative computer game design and close professional support, Lucid Rapid Working memory is crucial for children and adolescents in school and socially. Reading, solving math’s problems, planning, and following a conversation all rely on working memory. At the end of training the students are re-tested to find out how much improvement has been made.

**At home** – parents can encourage their child to read and discuss with them what has been read, they can also ask them to remember something throughout the day and talk about it in the evening. *Play memory games such as memory cards, brain training, I went to the shop and I bought…*

**Maths** - Students are identified by their Maths teacher, if they are struggling with a particular area, small group intervention is put in place. The Maths teacher works closely with the Maths Intervention Leader in subject to help the student find a way of understanding the problem. *Screening can take place for some students to identify gaps in maths knowledge.* At home – BBC Bitesize have a maths section where the student can learn more about the section that they do not understand, also MathsWatch has help pages if the child doesn’t understand the work that has been set. The school also subscribes to mymaths so students can also access this at home.

**Science** - Students are identified by either their class teacher, if they are struggling with a particular area, small group intervention is put in place. The Science teacher works closely with their Head of department in subject to help the student find a way of understanding the problem. *At home – BBC Bitesize has Science pages that will help the student to understand each section of their Science lessons.*

**English as an Additional Language** - Students are identified from information from their parents and/or Primary School. Students proficiency in English will be assessed by conversational English encouraging them to answer specific questions, depending on their answers and how long they have lived in the UK an appropriate access test with free writing will be completed. A bespoke intervention is then devised to match the student’s needs through our dedicated EAL department. *At home - encourage your child to use English in everyday situations, encourage them to watch the news.*
Mainstream lessons:

Each year group is split into 2 bands (h/s) one with 3 groups (h) and the other with 4 (s).

In year 7 pupils who are identified as being behind their peers considering the same starting points are identified through their KS2 standardised scores, CATS and also from observations in the mainstream classroom. They are then set accordingly.

Classes are fairly small in the lower sets, with current set 4 in year 7 catering for a maximum of 15 pupils staffed by a subject specialist and additional adult (Qualified Teacher) who deliver a differentiated curriculum.

Throughout the year groups Additional Adults (Qualified Teachers) are identified in groups were there are significant additional needs, this supports teachers to provide an adapted curriculum for the students who require this.

In collaboration with previous schools, parents, staff and students; Education Passports (ISPs) are created and shared, these provide teachers with strategies to adapt their lessons to support the needs of the students, show and celebrate success and record parent and student’s views.

We encourage all of our students (regardless of whether they have additional needs or not) to take part in all aspects of the school.

Differentiated Curriculum

In Chase High School we deliver differentiated curriculums to meet the needs of some of our students, personalising the curriculum to meet individual student’s needs. We also have a Learning Resource Base (LRB).

89% of parents/ carers of SEND students are happy with the progress their children are making towards personalised targets

68% of parents/ carers of SEND students strongly agreed or agreed that their students’ needs were met in school
LEARNING RESOURCE BASE (LRB)

Mrs Emma Wright

The LRB consists of students in both KS3 & KS4

Most groups are housed in our Learning Resource Base (LRB), which accommodates students with a diverse range of learning needs. Some students with Education Health and Care Plans will join having been allocated a specific LRB placement when transitioning from KS2. (Please see criteria for LRB placement at the end of this document). The students’ abilities are regularly reviewed and students may move to some mainstream lessons.

Each class is staffed with a teacher who delivers a differentiated curriculum consisting of English, Maths, Humanities subjects and Learning Support Assistants who support students according to their needs. Students are taught other subjects (Science, Technology, ICT, Creative and Expressive Arts and PE) by subject specialist teachers, and support staff join students for these subjects.

The students receive personalised learning which supports them in a way which will help them reach their full potential, regardless of their starting point. Students’ needs are diverse and these needs are supported through the use of information from KS2 in conjunction with our own testing, to produce an Education Passport. This plan provides information to all staff on needs, including interventions and support required in class. Students are praised and rewarded when they achieve, which raises confidence and self-esteem and in turn the desire to continue to succeed. Staff also provide mindfulness, motor skills and social skills sessions. Staff organise enrichment activities, including trips and competitions, to further enhance the students’ learning experience.

High importance is placed on the core Literacy skills of reading and spelling. Regular testing is used to highlight gaps in students’ knowledge and to address these through a range of interventions. Students may receive additional support during our ‘Tutor Interventions’ covering such areas such as social skills and language skills.

All our staff will endeavour to promote a calm, nurturing atmosphere which enables students to feel safe and cared for, leading to progress in their learning.

“The LRB has really improved my child’s confidence, it was definitely the right provision for her” – Parent LRB

“The teachers are the BEST” – LRB Student – year 8

“I’m so proud of my child’s progress, he reads things at home – which he never did before. The LRB have really supported him to become a more confident learner” – LRB Parent
LRB KEY STAGE 4

When students reach Year 10 they will embark upon a different journey which is personalised to them and their needs. We aim to personalise learning in order to engage students and to ensure they fulfil their individual potential. This plan is based upon the students and their parent/carers future plan and aspirations.

High importance is placed on English and Maths, as progression in these subjects gives students the skills and qualifications needed for the future and gives students more choice when progressing into Post 16 education.

Chase High Learning Resource Base

The Local Authority’s Special Educational Needs Panel will consider students with Education Health and Care Plans (EHCP) for admission to the Learning Resource Base and will take into account the following criteria:

- Progress will be limited and cross most areas of development
- They are likely to have a significant learning disability
- They may have significant needs with independence skills
- They may have medical, sensory or physical needs:

“I really appreciate the support staff gave our son” – Year 11 LRB leaver parent

“The teachers in the LRB have really supported me and helped me get the qualifications I needed to go onto study construction” – Year 11 LRB leaver

“I can study some mainstream subjects I am good at” – Year 10 LRB Student

100% of our students have gone on to college, apprenticeships and/or work
The curriculum to meet the provision described in students’ Education Health and Care Plans will include:

The students will be working with peers, with regular targeted teaching in a small group. Students will need access to:

- A differentiated curriculum with modified level, pace and approach with access to structured literacy and numeracy programmes as part of delivery of the national curriculum;

- Small group or individual teaching on a daily basis to ensure understanding and to assist in expressing views and to take account of additional difficulties;

- Programmes and support to develop cognitive skills and reasoning

- A high level of pastoral support to avoid undue distress and anxiety;

- Support for practical activities and to assist mobility in class;

- Materials to facilitate access to the curriculum;

Some students will need emphasis on language, understanding, personal independence and literacy, numeracy and life skills work with:

- A consistent, structured environment with direct teaching.

- Core skills will be appropriately differentiated and different methods of delivery will be employed.

- Older students will require greater attention to work skills, personal and social goals and practical applications.

Specialist resources/equipment needed to meet students’ identified needs:

- Access to ICT and specialist materials as required.
Access to specialist advice from within school.

Access to high quality technical and curricular aids to extend skills and motivate students. Direct teaching schemes, specific specialist programmes for learning needs.

Strong community and parent involvement and real life settings.

Access to a withdrawal area and/or sensory space.

Our Learning Support Assistants (LRB):

“We loved planning our party and getting ready for it” – LRB students

“89% of parents say their children are happy at school and are making progress” – Parent survey

“Miss Speed supports me with my learning. They are Great!” LRB students

Emma Speed

Veryan Knight
How will parents know how their child is doing?

Attainments towards identified outcomes will be shared with parents during review meetings, through the school reporting system and Parents’ Evenings. When teachers provide assessment they will also review individual targets for students identified with SEND, through an Education Passport review.

Parents may also find the Planner (home-school diary) a useful tool to use to communicate with school staff on a more regular basis.

Parents are encouraged to arrange an appointment to discuss their child’s progress with their Teacher at any time when they feel concerned or have information they feel they would like to share that could impact on their child’s success. Parents can also speak to their child’s tutor and Year Team.

“84% of parents said they had opportunities to meet their child’s teachers to discuss progress” – Parent survey

“For the first time in almost a year I am feeling very positive about my child going to secondary school.” – Parent from open evening
What support will there be for my child/young person’s overall well-being?

Chase High School offers a wide variety of pastoral support for students. These include:

A strong Pastoral Team headed by a Deputy Head Teacher. The team includes Year Leaders and a designated Deputy who does not have a teaching timetable. They remain attached to their year group from when our students join us in year 7 until year 11.

There is also a member of SLT Lead for years 12, 13 and 14.

An evaluated Personal, Social, Health and Economic (PSHE) curriculum aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.

Lunchtime and break time clubs are available.

Small group and interventions to support students’ well-being are delivered to targeted students and groups. The aim is to support improved interaction skills, emotional resilience and well-being.

Students who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.

We have a zero-tolerance approach to bullying.

Behaviour Management follows the Discipline with Dignity principles.
Advice is sought from external agencies regarding strategies to best meet the specific needs of a student. With some exceptions, this will only be undertaken after parent permission has been obtained and an Early Help-Family Support Assessment form is completed. Where required, outside agencies train our staff to deliver bespoke programmes, carry out assessments and effective strategies to use. We have worked closely with health professionals to meet the medical needs of our students.

Support services for parents of students with SEN include:

**Southend’s Information, Advice and Support Service (IASS)** - formerly Parent Partnership Service (PPS) is a statutory service offering independent advice and support to parents and carers of all children and young people with SEND. The service can be contacted via: iass@southend.gov.uk

Website: [http://www.southend.gov.uk/info/200171/children_and_families/275/childcare/3](http://www.southend.gov.uk/info/200171/children_and_families/275/childcare/3)

**Independent Support Service** - Parents whose children are being assessed for an EHC Plan can access the Independent Support Service whose aim is to provide guidance to parents regarding the EHC Plan process. The local contact is Shelley Johnson.

Website: [http://www.scope.org.uk/Support/services-directory/Independent-Support-Service-(SEN),-Southend](http://www.scope.org.uk/Support/services-directory/Independent-Support-Service-(SEN),-Southend)

**Local Offer** - Southend’s SHIP directory, The Local Authority’s Local Offer, provides information and a directory of services for Adults, Children and Families. It includes information on mediation and conflict resolution services. Local offer can also be found on Facebook.
What specialist services or expertise are available at or accessed by the school?

- Specialists/advisory teachers from other schools in the Borough e.g. St Christopher’s (autism), Kingsdown (Physical and Disability Support).

PLT (behaviour management)
- School Nurse
- Educational Welfare Officer
- Advisory teacher for Hearing Impairments
- Advisory teacher for Visual Impairments
- Advisory teacher for Speech and Language
- The Local Education Authority
- Emotional Wellbeing and Mental Health Services (EWMHS) (formerly, Children’s and Adolescent Mental Health Services CAMHS)
- The Health Service e.g. Paediatrician, Occupational Therapist, Physiotherapist
- The Educational Psychologist delivers in-service training, carries out cognitive assessments, observes, gives advice, and assists in monitoring progress and Cognitive Behaviour Therapy (CBT).
- Gangs Line
- N-ACT
- Essex Fire Service
- Essex Police
- DWP
- Career Ready
- Gideons Bible
- Friday Payer Group
- Break the Cycle
- Online Safety
- YMCS — Self Esteem
- LGBT support
- Road Safety
- Prevent
- Seeing the Signs — County Lines
- KOOTH counselling
How are the decision made about how much support each child will receive?

- For students with SEN but without an Education Health and Care plan, the decision regarding the support provided will be recorded on the student’s plan, tracked and monitored through Bluehills. The decision is based on the type and amount of intervention required by the student to meet his or her needs. The school should provide up to the equivalent of 13 hours, any support required over and above this would require an Education Health and Care Plan – although it would be the Local Authority who would assess this need.

- For students with an Education Health and Care plan, this decision has been made by the Local Authority; if additional support is required this would be requested through the student’s annual review – it would then need to be approved by the Local Authority.

- Some students will require support in their exams. A diagnosis of Dyslexia does not necessarily guarantee support in exams. Examples of such support needs to be normal classroom practice including readers, scribes, extra time or separate rooms. An independent Assessor will be employed to carry out the necessary assessments to determine if a child is entitled to access arrangements. Private assessments may not be used in line with the JCQ regulations. Students who do not use their support as their normal way of working will have this support removed – in compliance with JCQ guidance.

How will my child be included in activities outside the classroom including school trips?

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.
How accessible is the school environment?

Disabled parking spots are marked and located in the school car park near to the school reception.

We have toilets adapted for students and visitors with disabilities.

Some stairs, steps and ramps have edgings of a contrasting colour. Edging steps in a contrasting colour indicate where there is a change in level.

We have lifts installed in the main school and 6th Form buildings.

Our Accessibility Plan (statutory requirement) is updated annually and describes the actions the school has taken to increase access to the environment, access to the curriculum and access to printed information.
How will the school prepare and support my child/young person transfer to the next stage of education and life?

- Our students are supported by our careers advisor employed by the school.
- The school adheres to the guidance in *Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff* April 2014. This places a duty on schools to secure independent careers guidance for all Y8-13 students. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. [https://nationalcareersservice.direct.gov.uk](https://nationalcareersservice.direct.gov.uk) or examine options identified in the local offer published by the local authority which sets out the details of SEN provision - including the full range of post-16 options and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.
- Where a student has an Education, Health and Care Plan, all reviews of that Plan from Year 9, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.
- In Year 11 a representative from the SEN Team at Southend Borough Council will attend the annual review in order to prepare for 6th Form provision.
- Where required, teachers or staff will accompany students to interviews and visits to post 16 placements.
- For those students planning to attend college, appropriate information will be passed to the college. **It would be useful if parents and/or Young Person informed the college of any SEN/D and gave permission for information to be shared.**
What arrangements does the school make in relation to the treatment of complaints from parents of children/young people with SEN/D concerning the provision made at the school?

Please refer to the school’s Complaints Policy which is published on our website for more information. The website address is:


Within school, the procedure has three stages, which must begin with the informal stage:

**Informal:** Parents/carers should, in the first instance, make contact with one of the Form Tutors by telephone, email or written note.

**Referral to the Headteacher or the Chair of Governors:** If parents/carers feel the issue has not been resolved to their satisfaction on an informal basis they should write to the Headteacher detailing their complaint. The Headteacher will acknowledge the letter within 5 working days giving a brief explanation of the school’s complaints procedure and a target date for providing a response.

**Formal complaint to the Governing Body:** Complaints only rarely reach this stage and this situation would only normally be reached once parents/carers have:

- Sought to resolve their concern through an informal approach to the school;
- Allowed time for the Headteacher to have investigated the concern;
- Accepted any reasonable offer by the Headteacher to discuss the result of any investigation they have carried out.
Parents and carers who are unhappy with the Local Authority or school’s responses to their child’s SEND, may seek mediation from the SEN Mediation and Disagreement Resolution Services. This is available to parents of children with special educational needs and to young people with special educational needs. The services are free and confidential and are independent of the local authority and Clinical Commissioning Group. Mediation must be considered before most types of cases can be brought to the Special Educational Needs and Disability ("SEND") Tribunal. Tel no: 020 8441355 website: http://www.globalmediation.co.uk/

Parents and carers can also appeal to the Government’s SEND tribunal if you disagree with the Local Authority’s decisions about your child’s special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Contact Independent Parental Special Education Advice (IPSEA) for support and further advice.
What are the arrangements for supporting children and young people who are looked after by the local authority and have SEN?

Each looked after child (LAC) has a Care Plan which includes a Personal Education Plan (PEP). The initial PEP must be put in place within twenty days of the young person coming into care and is then reviewed after three months and subsequently every six months. The pupil is consulted on all aspects of their PEP. The SENCO is the Designated Teacher for LAC in school and therefore chairs PEP meetings in school and attends LAC meetings.

As far as is practical, the school arranges for reviews of all areas of the young person's progress to take place at the same time e.g. the annual review of the student’s EHCP would take place at the same time as a PEP review.

*Please see our policy on Looked After Children for more information.*

In addition to the support listed in Appendix 1, the following strategies are available to our looked after children:

- Additional learning conversations with the tutor and Year Leader throughout the year.
- Compulsory interventions in core subjects with teachers whether or not the student is working at their target grade.
- Intervention in English and Maths where appropriate
- Personalised interventions including well being
## Appendix 1: Kinds of SEN that are provided for

### 1. Communication and Interaction
These include

**Speech and Language Difficulties**
- Developmental Language Delay
- Developmental Language Disorder
- Phonological/Severe Pronunciation Problems
- Expressive language Difficulties
- Receptive Language/Language Comprehension Difficulties
- Social Communications/Semantics and Pragmatics Difficulties

**Disorders on the Autistic Continuum**
- Autism
- Asperger’s Syndrome
- Semantic/Pragmatic Disorder
- Impaired Social Awareness
- Impaired Social Communication
- Impairment of Imagination

### 2. Cognition and Learning
These include
- Mild and Moderate Learning Difficulties
- Severe or Profound Learning Difficulties
- Specific learning Difficulties

### 3. Social, Emotional and Mental Health Needs
These include emotional and behavioural difficulties

### 4. Sensory and Physical Needs
These include
- Hearing Impairment
- Visual Impairment
- Multi-sensory Impairment
- Physical Impairment
<table>
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<tr>
<th>Needs</th>
<th>Support</th>
<th>IN School Provision</th>
<th>OUT of School Provision</th>
<th>Criteria</th>
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| Communication and Interaction Needs       | • Access St. Christopher Special School Specialist Provision and Expertise in Autistic Spectrum Disorder (ASD) & Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD)  
  • Social Stories  
  • Individual Visual Timetable  
  • Calm and Safe Environments for calming down  
  • Educational Psychologist – accessed via Early Help Assessment                                                                 | ✓                  | ✓                       | • Pupil being identified as having a social communication difficulty and is on the SEND register. |
|                                          |                                                                                                                                                                                                         |                    |                         | • Diagnosis of ASD and is on the SEND Register                                                  |
| Autistic Spectrum Disorders               | • Access to Speech and Language Unit/Specialist for assessment  
  • Access, via Early Help and Family Support Assessment (EHFSA), to Speech and Language Therapist  
  • Individualised Speech and Language programmes – provided by external specialists  
  • Learning Resource Base                                                                                                                     | ✓                  | ✓                       | • Pupil being identified as having a social communication difficulty and is on the SEND register. |
<p>|                                          |                                                                                                                                                                                                         |                    | ✓                       | • Learning Resource Base is only available for pupils who have an Education,                  |
|-----------------------------|------------------------|------------------------|------------------------------------------|------------------|-----------------------------|
|                             | • Screening programme to identify those who need targeted support | ✓ | • Pupil being identified as having a Cognition and Learning difficulty and is on the SEND register. | ✓ | ✓ |
|                             | • Interventions – group support | ✓ | • Pupil being identified as having a Cognition and Learning difficulty and is on the SEND register. | ✓ | ✓ |
|                             | • Teacher differentiation | ✓ | • Pupil being identified as having a Cognition and Learning difficulty and is on the SEND register. | ✓ | ✓ |
|                             | • Additional staff in targeted lessons | ✓ | • Pupil being identified as having a Cognition and Learning difficulty and is on the SEND register. | ✓ | ✓ |
|                             | • Educational Psychologist – accessed via Early Help and Family Support Assessment (EHFSA) | ✓ | • Pupil being identified as having a Cognition and Learning difficulty and is on the SEND register. | ✓ | ✓ |
|                             | • Screening programme and further assessment to devise programme of study | ✓ | • Pupil being identified as having a Cognition and Learning difficulty and is on the SEND register. | ✓ | ✓ |
|                             | • Occupational Therapy – accessed via Early Help and Family Support Assessment (EHFSA) | ✓ | • Pupil being identified as having a Cognition and Learning difficulty and is on the SEND register. | ✓ | ✓ |
|                             | • Educational Psychologist – accessed via Early Help Assessment | ✓ | • Pupil being identified as having a Cognition and Learning difficulty and is on the SEND register. | ✓ | ✓ |
|                             | • Deputy Year Leaders – full time pastoral support | ✓ | • Pupil being identified as having a Social, Emotional and Mental Health difficulty and is on the SEND | ✓ | ✓ |
|                             | • Access to Specialist Support (Seabrook College) | ✓ | • Pupil being identified as having a Social, Emotional and Mental Health difficulty and is on the SEND | ✓ | ✓ |
|                             | • Educational Psychologist – accessed via Early Help Assessment | ✓ | • Pupil being identified as having a Social, Emotional and Mental Health difficulty and is on the SEND | ✓ | ✓ |
|                             | • Learning Resource Base - | ✓ | • Pupil being identified as having a Social, Emotional and Mental Health difficulty and is on the SEND | ✓ | ✓ |</p>
<table>
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<tr>
<th><strong>Sensory and Physical Needs</strong></th>
<th><strong>“Sensory Shed”</strong></th>
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<td></td>
<td>• Access to Child and Family Consultation Service (CFCS)</td>
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<td>Physical Environment Audit</td>
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<td>Learning Resource Base is only available for pupils who have an Education, Health and Care Plan (EHCP).</td>
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<td>Multi-Sensory Impairment</td>
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<td>Learning Resource Base is only available for pupils who have an Education, Health and Care Plan (EHCP).</td>
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<td>Physical Impairment</td>
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<td>Reasonable physical adaptations</td>
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<td>Access to Think Family – support for families</td>
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<td>Access to Social Care</td>
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</tbody>
</table>

- Pupil being identified as having a Physical difficulty and is on the SEND register.
- Learning Resource Base is only available for pupils who have an Education, Health and Care Plan (EHCP).
- Pupil being identified as having a Medical condition.
- Pupil or family identified as needing support.
- All external agency support is accessed through Early Help and Family Support.
<table>
<thead>
<tr>
<th>support</th>
<th></th>
<th>Assessment (EHFSA)</th>
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<tr>
<td>Community Support Volunteers – support for families</td>
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<td>School Liaison Officer (PC Warhurst and PC Collard)</td>
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<tr>
<td>Family Mosaic – housing, financial and family support</td>
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